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material modification, does it become the suitable form for exact, scientific expression.

I have given thus briefly and imperfectly some of the reasons of a practical character as to the value of Greek and Latin to the prospective medical student. There is much more that might be said. The boy who has not studied these languages has missed the full and satisfying pleasure that comes to him who reads in the original the wonderful epic of Homer and the stately lines of Virgil, has caught the full force of the eloquence of Demosthenes and of Cicero, has had a bout with Horace and helped Cæsar build his wonderful bridge; and *mirabile dictu*, I believe that the boy who has had the wider view given by a study of the classics will be all the stronger in both experimental and practical medicine on account of the knowledge and wisdom gained from the wise men of Greece and Rome.

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## II. DISCUSSION OF DR. VAUGHAN'S PAPER

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*Mr. Chairman, Ladies and Gentlemen:*

I esteem it a privilege to address this assembly for any cause, but chiefly, I confess, because it lies in your province, and you have the power, to do what I hope will be done in the near future—restore the study of Greek to a proper position, so far as my profession is concerned.

You cannot discuss a paper without disagreeing with the statements contained in that paper. Now, I do not disagree with Dr. Vaughan, in the slightest particular. As a teacher of medicine who has been working at it for thirty-seven years, I surely ought to be able to appreciate the importance of what Dr. Vaughan has said. While I cannot say anything in addition, I wish to lend my support and give as much emphasis as possible to each of his contentions; for an additional favorable opinion in any controversy adds to the weight of the arguments adduced and to the strength of the position taken. I have this matter very much at heart, which is indeed my only excuse for addressing you. The medical profession is not only employing Greek and Latin terms, using them at all times, but it is also coining them, and often doing so very incorrectly. The way Latin beginnings have tacked on to them Greek endings has come to be an abomination. Such illiteracy is making a laughing-stock of the profession in the opinion of men of the most ordinary culture.

But there is something worse than that. It is surely breaking one of the first

rules of pedagogy to try to convey information concerning abstruse subjects to those who have never heard anything resembling these new studies, in a technical language that they cannot understand—in an unknown tongue, as it were. This is just what we do, and, as Dr. Vaughan has said, how many thousands of times, as I look at the faces of my students, do I see a puzzled look or wrinkled forehead, because they do not understand the meaning of the technical terms I am employing, and which I must stop to explain! It is not my business to teach the meaning of ordinary technical terms. I should be able to use any technical term that I see fit to illustrate the subject, and the student should, if reasonably conversant with Greek and Latin, after a little reflection be able to understand it. I can hardly recall a technical term that as a student I had to look up in the dictionary. Thus, lack of knowledge of the dead languages proves a serious interference to teaching medicine, because we compel the student to learn a language composed of meaningless terms with which to acquire knowledge of entirely new subjects—subjects to which he should devote all his energies. This is bad enough; but what is still worse is, that those who have never studied Latin or Greek very rarely take the trouble to consult the dictionary to ascertain the meanings of scientific terms. They may ask their neighbor what one means, when he probably knows less than they; and so they go through their medical curriculum and through their life not understanding, or actually misunderstanding, what certain terms mean. I find, when I am examining students, that they often do not know the meaning of the technical terms they are employing. In giving the history of a case they use terms that convey the opposite meaning to the one which is intended to be conveyed.

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### III. THE VALUE OF HUMANISTIC STUDIES AS A PREPARATION FOR THE STUDY OF MEDICINE

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All knowledge has, of course, value; but not to any single individual. In its distribution throughout the world there are appreciative and utilizing persons, who, by each appropriating different parts, render it all profitable. How profitable a certain branch may be to one depends upon many different things, some of which are, how much it will benefit him in his station as a self-reliant worker for a living, as a member of society, as a citizen, as a person with or without an appreciation of it. Again, granting that a particular kind of knowledge has value to a certain individual, the question arises whether some other kind, or more of another kind, might not make him more